Slide 1

Identifying, Assessing, and Exiting Montana's ELLs

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Montana
Office of Public Instruction
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opi.mt.gov

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Slide 2

English Language Learner Acronyms.

English Language Learner Acronyms Cheat Sheet
All these new acronyms driving you crazy? Here is a little guide for you…

Acronym	What does it mean?
ACCESS for ELLs	Name of the English Language Proficiency test given annually to monitor progress of ELLs
	ACCESS stands for: Assessing Comprehension and Communication in English State-to-State for English Language Learners.
CAL	Center for Applied Linguistics
ELD	English Language Development (standards)
ELL(s)	English Language Learner(s)
ELP	English Language Proficiency (assessments)
ESL	English as a Second Language (program)
FAQs	Frequently Asked Questions
HLS	Home Language Survey
LEP	Limited English Proficient
TA	Test Administrator
W-APT	Name of the English language proficiency "screener" test given to incoming students who may be designated as English language learners
	W-APT stands for: WIDA-ACCESS Placement Test
WIDA	World-Class Instruction Design and Assessment

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Slide 3

Identify!

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English Language Learners in Montana

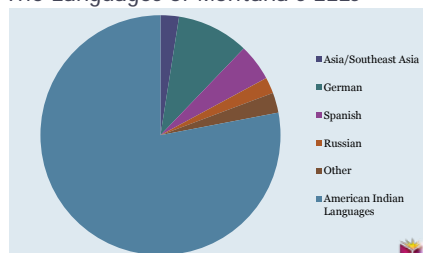English Language Learners in Montana who are born in the United States include:
- Hutterite children who learn German as their first language,
- American Indian children who are impacted by the heritage language of their family and/or community such as Crow or Blackfoot,
- American-born children of immigrants who learn their native language in the home from their parents or guardians.

English Language Learners in Montana who are born internationally include:
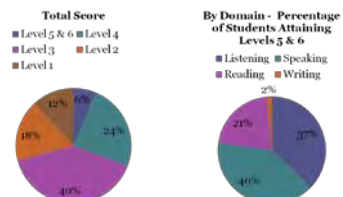- Children who come to the United States with their parents or alone (as immigrants, as children of international professors and students at the university level, as migrant workers, as international exchange students* and as refugees)
- Children who are adopted internationally by American parents.

The Languages of Montana's ELLs

- Asia/Southeast Asia
- German
- Spanish
- Russian
- Other
- American Indian Languages

2011-12 Statewide ACCESS Results by Proficiency Level

Total Score
- Level 5 & 6
- Level 4
- Level 3
- Level 2
- Level 1

By Domain - Percentage of Students Attaining Levels 5 & 6
- Listening
- Speaking
- Reading
- Writing

Responsibilities of School Districts

- *Under federal law, all districts are required to identify students who are eligible for language assistance,*
- *provide a program of instruction,*
- *assess their English proficiency annually,*
- *report data on all ELL students in their schools*
- *notify parents of their placements.*

- The WHY:
  - Title VI of the Civil Rights Act of 1964
    - Prohibits discrimination on the based on race, color, or national origin.
  - Lau v. Nichols (1974)
    - US supreme court affirmed the Department of Education memorandum of May 25, 1970.
    - Directed schools to take steps to help LEP students overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs.

What happens to LEP students who are not offered services to help them overcome language barriers?

- Repeated failure in the classroom
- Falling behind in grade
- Dropping out of school
- Inappropriate placement in special education classes
- LEP Students who are gifted/talented do not have access to G/T programs.

CRITERIA FOR IDENTIFICATION OF LIMITED ENGLISH PROFICIENCY

Limited English Proficient students are those students who are not achieving academically due to the level of their English language proficiency.

English Language Proficiency Barrier **+** Negative impact on academic achievement

Assess!
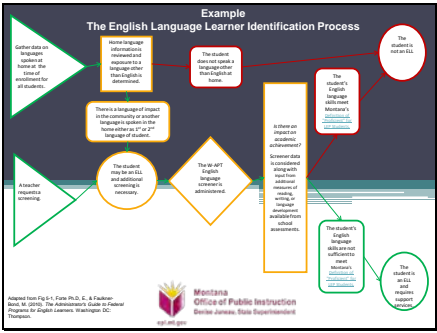
What is the WIDA consortium?

- coalition of state departments of education
- acts in collaboration to research, design and implement a standards-based educational system
- promotes equitable educational opportunities for students with Limited English Proficiency (PK-12)
- OPI is a member of the governing board that makes decisions about test development and research to improve both the instruction and assessment of LEP students.

Where is WIDA?

31 WIDA states represent over 1,000,000 English Language Learners (ELLs) 2012-13
Standards Adoption – Idaho & Utah

- Alabama
- Alaska
- Colorado
- Delaware
- District of Columbia
- Georgia
- Hawaii
- Illinois
- Kentucky
- Maine
- Maryland
- Massachusetts
- Minnesota
- Mississippi
- Missouri
- Montana
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- North Carolina
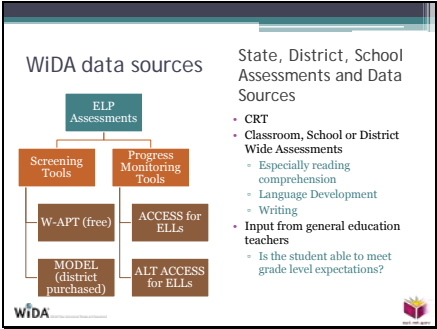- North Dakota
- Northern Mariana Islands
- Oklahoma
- Pennsylvania
- Rhode Island
- South Dakota
- Vermont
- Virginia
- Wisconsin
- Wyoming

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Organization of Consortium Activities

WIDA Management
WCER & WIDA Board of Directors (SEAs)

Test Development
Center for Applied Linguistics (CAL)

PDSR
MetriTech, Inc.

Standards Development
Margo Gottlieb & WIDA Standards Committee

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WIDA/OPI Products, Services, Activities

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WiDA data sources

ELP Assessments

Screening Tools
- W-APT (free)
- MODEL (district purchased)

Progress Monitoring Tools
- ACCESS for ELLs
- ALT ACCESS for ELLs

WIDA

State, District, School Assessments and Data Sources

- CRT
- Classroom, School or District Wide Assessments
  - Especially reading comprehension
  - Language Development
  - Writing
- Input from general education teachers
  - Is the student able to meet grade level expectations?

Similarities across WIDA assessments

Assessment Domains	All four: Listening, Speaking, Reading, and Writing
Standards Addressed	All five: Social and Instructional, Language Arts, Mathematics, Science, and Social Studies
Format of Kindergarten Test	Individually administered and adaptive
Format of Speaking Test	Individually administered and adaptive
Format of Listening and Reading Test	Multiple choice
Format of Writing Test	Constructed response
Item and Task Organization	Grouped according to theme
Test Results	Yield proficiency level scores of 1-6 on the WIDA scale (except for Kindergarten W-APT which results in scores of low, mid, high, or exceptional proficiency)

Overview of the WIDA-ACCESS Placement Test (W-APT™)

WIDA

WIDA ACCESS Placement Test (W-APT)

- Used as one of multiple data sources in determining ELL services
- Kindergarten W-APT includes Oral Proficiency component and optional Diagnostic Reading and Writing components
- Adaptive at all grade levels, so administration time depends on student's proficiency
- Semi-secure, free, and downloadable with district password from **www.wida.us**

WIDA

Purposes of the W-APT

- To identify the academic English language proficiency level of students who may be candidates for ESL and/or bilingual services.

- To determine the academic English language proficiency level of students new to a school or to the U.S. school system in order to determine appropriate instructional services

WIDA

Oral Proficiency Test

- Scripted
- Can take up to 15 minutes to administer
- Scoring is adaptive
- Student responds to prompt and TA marks score
- Key and rubric included on scoring sheet
- Convert raw score into oral proficiency score

WIDA

Diagnostic Reading and Writing Test

- Optional, not for determining ELL services
- NOT appropriate for children in Pre-K or entering Kindergarten
- Intended for children in mid-K or entering 1st grade
- Same administration format as Listening and Speaking
- Convert raw score to skill description for Reading/Writing

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How to Access the W-APT

- Free and downloadable from www.wida.us
  - Username: <two-letter state title> + district number (e.g. ky376)
  - Password: <state specific word> + administrators last name (e.g. bluegrassjohnson)
- Printing and dissemination
  - through system test coordinator
- Hard copies can be ordered from MetriTech, Inc.
  - Cost is $90 per master copy

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WIDA Home Page

Login with your District-wide W-APT username and password on the WIDA home page

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PRINTING W-APT TESTING MATERIALS

Interpreting Kindergarten W-APT Scores

Raw Score for Listening and Speaking	Oral Proficiency Score
0-10	Low
11-18	Mid
19-28	High
29-30	Exceptional

Interpreting the grade 1-12 W-APT results

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Overview of the ACCESS for ELLs

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ACCESS for ELLs Overview

- Purpose: Annual assessment of ELP progress
- Administration Time: approximately 2.5 hours (1-12), 45 minutes for K
- Proficiency Level Coverage:
  ▫ Tier A: Proficiency levels 1-3
  ▫ Tier B: Proficiency levels 2-4
  ▫ Tier C: Proficiency levels 3-5
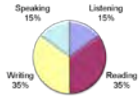- Security: secure, administered during annual test window (12/3/12-1/29/13)

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Administration Procedures

- Individually Administered components:
  ▫ Kindergarten (whole test)
  ▫ Speaking (1-12)
- Group administered components (1-12)
  ▫ listening, reading, writing
  ▫ by tier within grade level clusters
    • K, 1-2, 3-5, 6-8, 9-12
- Scoring:
  ▫ Speaking –test administrator
  ▫ Listening and Reading-machine scored
  ▫ Writing – scored by MetriTech trained rater

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Composite Score Weights and Administration Times

- **Listening** (15%): 20-25 min, machine scored
- **Reading** (35%): 35-40 min, machine scored
- **Writing** (35%): Up to 1 hour, rater scored
- **Speaking** (15%): Up to 15 minutes, administrator scored

Listening
Reading
Writing
Speaking

Test Weights (Percent)

Speaking 15%
Listening 15%
Writing 35%
Reading 35%

Test Times (Minutes)

Speaking 15
Listening 25
Writing 60
Reading 40

Alternate ACCESS for ELLs Overview

Overview of the Alternate ACCESS for ELLs

- Is a new test developed specifically for students identified as English language learners with significant cognitive disabilities
- Participation Criteria:
  - classified as LEP
  - has a significant cognitive disability-services under IDEA (2004)
  - demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum
  - is or will be participating in the CRT-Alternate
- Based on the WIDA Alternate English Language Proficiency levels
- Available in four grade-level clusters for 2012: Grades 1–2, 3–5, 6–8, and 9–12
- Individually administered

WIDA

ACCESS for ELLs, Alternate ACCESS for ELLs, and
W-APT, Training

➢ Test administrators must be certified
  ➢ Alternate:
    ◦ Must have familiarity with:
      · the student
      · the student's response and communication style
      · the application of all accommodations included in the student's IEP
Various options and resources exist for training:
  • Face-to-face workshops
  • OPI and WiDA created webinars (live and recorded)
  • Online ACCESS for ELLs Test Administrator Training Course (www.wida.us)
  • Test Administration Manuals
    ◦ District and School Test Administration Manual (Grades 1-12)
    ◦ Kindergarten Test Administration Manual
  • Kindergarten and 1-12 test administration training video

WIDA

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Exit!

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Montana's Definition of Proficient

• At a minimum an overall score of 5.0 along with
  a rating of 4.0 in literacy (reading and writing)
  on the ACCESS for ELLs English language
  proficiency assessment
and
• Input from additional measures of reading,
  writing, or language development available from
  school assessments.

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Using The ACCESS For ELLs® Results Reports And The Criteria To Determine LEP Status

- Minimum overall score of 5.0
- 4.0 in literacy (reading and writing)

What constitutes "additional measures" ?

- CRT data
- Classroom, School or District Wide Assessments
  - Especially reading comprehension
  - Language Development
  - Writing

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